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ABSTRACT

Recommendations are presented for developing career guidance centers in community colleges which would enable their clients to explore, prepare for, select, and progress in an occupation in line with their individual needs, interests, and abilities, and in a job with occupational opportunities. The following areas are outlined: (1) career guidance program objectives; (2) preliminary steps in establishing a center on campus; (3) planning the physical facilities; (4) the improvement of staff, student, and community attitudes toward the program through the dissemination of written objectives to the staff, involvement of the center in other college and community activities, and use of newsletters to update career information; (5) the minimum services required for an effective program; (6) supportive services including placement, work experience, financial aid, and outreach programs; (7) cooperative planning with secondary schools; (8) cooperation with the employment development department; (9) center requirements with respect to staffing, equipment, furnishings, supplies, materials for an occupational library, and test materials; and (10) addresses and descriptions of career planning resource centers in the Los Angeles area. (MB)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

RECOMMENDATIONS

for

DEVELOPING CAREER CENTERS

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TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM "

Submitted by

Mary Ann D. Jones, Ed.D.
Consultant

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A project of:

Resource Development & Student Personnel Services
Edward W. Robings, Director
Bernard Ancheta, Coordinator

and

The Metropolitan Career Guidance Supermarket Consortium
Mrs. Hope Holcomb, Director

IC 780 562

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PURPOSE OF CAREER GUIDANCE PROGRAM

The major thrust of a Career Guidance Program thus is to develop an identifiable process via career guidance programs that will enable a person to explore, to prepare for, to select, to secure, and to progress in an occupation in line with his needs, interests, and abilities, and in a job role where it is reasonable to assume there will be occupational opportunities.

RATIONALE

In considering the importance of Career Guidance Programs in the community colleges, a study supported the commonality of thought that the fundamental purpose of education is to help each person reach his or her potential and to live a happy, useful, productive, and rewarding life.

Our readings indicated that career planning is an important step towards reaching this educational goal. As a case in point, this thinking was supported by such authorities as Anne Roe in her "Psychology of Careers." She states, "there is no other activity that so covers almost all aspects of one's life-style--marriage, earnings, rearing of children, value standards, community involvement, and use of free time." Having granted that the occupation is that significant in a person's life, one must conclude that career planning is an essential consideration in the educational process.

Ex-Commissioner of Education, Marland, in his writings on "Career Education," states that career education will eliminate separation "between things academic and things occupational" and thus should enable a person to be equipped academically, occupationally, and emotionally. He adds that career education should enable a person to spin off from the educational system at whatever point he chooses -- at age 16 years as a craftsman apprentice, at age 30 years as a surgeon, or at age 60 years as a newly trained practical nurse. As a result, he proposes that career education models should be encouraged at all levels of education, including the community college.

CAREER GUIDANCE PROGRAM OBJECTIVES

Career Guidance Program objectives may be listed as:

1. To help a person to plot the pattern of his or her occupational life goals.
2. To determine his skills and/or abilities in line with personal determined interest.
3. To examine key aspects of a person's temperament traits as they may affect career choices.
4. To provide information about labor market data and projective manpower needs.
5. To assist students in choosing an appropriate college or training center, and to help him know the curricula requirements.
6. To enable students to be aware of changing fields within industry as they are affected by technical, industrial, economic, and political needs.
7. To provide career guidance, career information, and career counseling as a way of helping a person to determine a career choice in line with his abilities and interests and in an area of work for which there is a job need.
8. To administer and interpret a wide variety of tests if indicated as one of several sets of criteria needed to measure ability, aptitude, achievement level, and temperament traits; however, being sure that the test is valid for the individual being measured.
9. To maintain, sustain, and have easily accessible for counselee use an adequate up-to-date vocational library covering late occupational data so essential to data needed for decision making.
10. To demonstrate an ability to organize all the information relevant to the individual's problem of career planning and to make the implication of these facts apparent.
11. To be aware of severe problems of a social, emotional, physical or financial nature that may be blocking "decision-making" and to refer as indicated to the appropriate resource.
12. To work supportively with a counselee as indicated in helping the person carry through career planning to its logical conclusion.
13. To aid an individual to build transfer skills (usable in any job situation such as applications, interviews, resumes, work standards, etc.) that would lead to a mature, healthy approach to effective career planning and job finding.

14. To participate in "in-service programs" as a way of updating personal counseling knowledge and skills.
15. To be aware of local college and district wide policies and to carry through with dispatch on administrative requirements and mechanics (reports, etc.) in the interest of effective institutional (educational) planning.
16. To work cooperatively with other staff and the administration.
17. To participate in on-campus and off-campus activities as a means of providing for cultural and civic growth and development of the population served by the college.
18. To provide research data in determining needs for effective career planning or to keep accurate statistics and make said statistics available for staff so charged with the responsibility for research data.
19. To be aware of the right of the individual to make choices.
20. To be aware of the right of the individual to make mistakes.
21. To respect confidentiality of personal material revealed within the counseling relationship.
22. To assume a responsibility to preserve for all persons a high level of integrity and dignity of being.
23. To be knowledgeable about community agency resources, on-campus services, district and policy requirements that may affect a person's planning.

CAREER CENTERS - TOWARDS A MODEL

Many Community Colleges are not sure as to how to proceed in their efforts to establish on campus a Career Guidance Program. The following are suggestions from which ideas may be secured to fit a particular community college situation:

Preliminary Steps

1. Research student population needs
2. Define rationale for Career Services on a College campus
3. Outline clearly and concisely goals and objectives
4. Explore support for the program, via
 - a. Meet with community representatives
 - b. Meet with appropriate High School personnel
 - c. Meet with Faculty Senate and other Faculty Groups
 - d. Meet with Curriculum and Instruction Committee
 - e. Meet with College Executive Committee
 - f. Meet with Student Senate
 - g. Meet with Counseling Staff
 - h. Meet with Faculty Divisional Groups
 - i. Meet with Advisory Committee
5. Determine and outline the major components of a Career Guidance Program in meeting with the above named groups by discussing reasons for:
 - a. Establishing a Career Guidance System
 - b. The relationship to and importance of a Career Program to the enhancement of the instructional program, the strengthening of services to students, and in signaling the need for additions or changes in educational programs
 - c. Relationship of Career Guidance to specialized group needs: the non-traditional student, women, Veterans, Handicapped, etc.
 - d. Promoting staff development: instructional faculty, support staff (counselors, Admissions, placement, etc.)

To Summarize:

1. Base the implementation of a Career Guidance Program on measured student needs
2. Develop an understanding of what Career Programs are doing to meet the needs of students
3. Develop interest among the Counseling Staff, Faculty, Students, Community, and Administration
4. Arrange for pertinent staff visitation to an exemplary Career Center
5. Plan for full and appropriate articulation with secondary schools for more effective career services and/or recruitment
6. Plan for full and appropriate articulation with the State Colleges and Universities to which the student may transfer
7. Free some time for the coordinating counselor to plan and organize a Career Guidance Program
8. Set up a Career Planning Center Committee
9. Allocate space for a Career Center
10. Decorate the Center to achieve a non-institutional look
11. Locate center if possible near the hub of the campus
12. Establish inventory of printed sources of career and educational data
13. Hire appropriate staff to operate the center efficiently
14. Plan an orientation program for staff
15. Publicize and plan an open house
16. Advertise the Center in the Local Newspapers
17. Plan for a meaningful collection of information on occupational needs
18. Plan for an occupational library for the easy, readily available labor market data
19. Plan for easy referrals from all segments of the campus and staff
20. Plan for evaluation, research and follow-up programs in the interest of continued improvement of the service
21. Plan for inservice training of staff

A CAREER CENTER'S PHYSICAL FACILITIES

A Career Guidance Center as spelled out earlier is a program, a concept, an idea, a set of services. A physical plant is not essential to the program. The Consortium agreed that in many cases, new programs on campuses are short of space, funding for new buildings, or additions for new programs. On the other hand, there is the recognition that should the building of facilities become possible, it is an essential or ideal to plan so that an umbrella of support services (career guidance, placement, financial aids, peer counseling, tutoring, learning centers, etc.) can be housed together.

In such a possibility, the physical plant of a Career Guidance Center would need special consideration and care since an environmental setting can pertinently affect the underlying dynamics of the program.

The milieu should reflect a theme of success rather than failure so often symbolic to the disadvantaged and non-traditional student, who may make up a large percentage of a career planning population. Too frequently institutions serving the disadvantaged, such as welfare agencies, employment offices, etc. are drab, over-crowded, poorly furnished, and depressing. Such a setting does not lend itself to a positive, stimulating, and inspiring environment.

An uplifting environment may tend to suggest that someone cares. It can be a visual demonstration of the importance of a Career Guidance Program to the educational process and one's own future life goals.

Without question, it should be located close to the "hub" of student activity or the campus center for ready accessibility, recruitment, and availability.

In our visits to the various Career Centers, it was observed that the member colleges career center facilities are of varying size and scope. All colleges emphasized program rather than centers, per se, with some career centers functioning within a very limited physical area and others having comprehensive facilities including many career related functions within a single enclosure.

OPERATING A CAREER GUIDANCE PROGRAM

Essential to the success of a Career Guidance Program is a totally involved, knowledgeable, enthusiastic, highly qualified staff who can create an open-minded environment. It is also important to recognize that attitudinal factors loom large in this program since it is a service rather than a product. As a result, the following generalizations may be helpful considerations in the operation of a Career Guidance Program:

1. Writing and disseminating written objectives for Career Center to the total staff for their understanding and support is the first order of business
2. Involve the center in the resources of the college and the community which will in turn enlist their cooperation as they feel they are a part of the program
3. Continue to develop support within the faculty counseling staff and administration
4. View the Career Center as a process of inter-connecting, mutually supporting activities with the recognition there are several points of entry: Counseling, Veterans, Placement, etc.
5. Act as a service to the faculty by remembering that career planning is an arm of the educational process and not a unit unto itself
6. Make available a minimum amount of career guidance for each student as an essential part of a Career Guidance Program
7. Disseminate on campus monthly or semi-monthly newsletters as a means of up-dating career information, labor market data, changing concepts within industry, and continuous publicity for the center
8. Maximize the effectiveness of Career Guidance Services offered through the Career Centers
 - a. Interest surveys, etc.
 - b. Speaker Programs and Field Trips
 - c. Work experience programs

AN EFFECTIVE PROGRAM

During the year (1975-76), the Career Guidance Supermarket consortium members observed recognized community college career centers in order to identify specific and unique areas that should be incorporated into a model center. Based on these observations, the consortium defined and described the following as content of a model career guidance program in a community college setting.

Absolute Minimum for an Effective Center

1. Counseling
Self-awareness, career awareness, training resources,
labor market data, action to implement pursuit of goals
2. Career and Manpower Data
(Resources and means for updating information)
3. Publicity
(On and off campus)
4. Community Involvement
5. Industry
(Employer involvement)
6. Administration Involvement
7. Faculty Involvement
8. Support Services
(Personal services, placement, financial aid, peer counseling, tutoring, etc.)
9. Self-assessment and other aptitude instruments
10. Referral contacts
11. Secondary schools cooperation and articulation
12. Four-year colleges' cooperation and articulation
13. In-service training for staff
14. Research
(Student follow-up)

Comprehensive Services - (expansion of ideas)

1. Cooperative Education Programs
2. Employment Placement Services
3. Volunteer Services
4. Career Guidance Classes offered for credit
5. Short, non-credit career guidance seminars
6. Job Acquisition Skills
7. College Articulation
8. Evaluation Program

Ancillary Services (Generally Essential to a Meaningful Program)

1. Veterans Services
2. Specialized Services
(Programs for handicapped, non-traditional students,
disadvantaged, women returning to the world of work,
and senior citizens)
3. Testing Services
(Job skills and evaluation)
4. Peer Counseling/Tutoring

Utopian Expectations (Dependent upon staff, budget, and College Resources)

1. Career Speakers' Bureau
2. Computerized Career Information Systems
(GIS, MMIS, SIGI)
3. Research

SUPPORT SERVICES

It is recommended that the following support services should be included as essential parts of a Career Guidance Program under the "Supermarket" concept:

PLACEMENT SERVICES

Effective Placement Services are essential to a meaningful Career Planning Program and thus most Career Guidance Programs are combining Career Guidance and Placement Offices. Consortium agreements was that within the development framework of Career Planning, it is essential that students recognize that training follows career decision-making, and that job acquisition follows the learning of job skills.

COOPERATIVE WORK EXPERIENCE

Opportunities are provided through this program to enable students to have actual paid work experiences on jobs related to their career aspirations. In addition, it gives the students a chance to fulfill a guidance function, that is, to explore various occupations. By virtue of the Cooperative Education Program's close relationship with business and industry, the student's learning can be enhanced and his preliminary career decision can be tested.

STUDENT FINANCIAL AID

For students in need of financial aid, this is a vital support service, allowing students to acquire needed education and training. Consortium members agreed that there should be close coordination of Financial Aid offices and Career Guidance Centers.

Financial Aid programs include the Basic Opportunity Grant ranging from \$50 to \$1050 which may pay up to half of a person's educational cost; stipends

provided by some local government to obtaining training under the Comprehensive Employment and Training Act (CETA); part-time employment under the Vocational Education Work Study Program; and several hundred grants ranging up to \$2,000 for tuition and fees; and \$500 for books and required clothing, under the Bill Greene Occupational Training Act. In fact, a good Financial Aid Program has information regarding all other financial aids such as the Federally Insured Loan Program, the National Defense Education Act, the Nursing Scholarship Grant Program, the Health Professions Student Loan Program, State Loan Programs, Talent Search, etc.

SPECIALIZED SERVICES

Veterans Services are needed to aid the Veteran with his rights, privileges, and financial benefits as a result of his Armed services.

Special Services are needed for Women, Disadvantaged, and Handicapped to aid persons within these specialized categories to receive the type of services and benefits available as they are pursuing their educational and vocational goals.

REGIONAL OCCUPATIONAL PROGRAMS

Regional Occupational Programs are the fastest growing elements in the Vocational Education field. All students are not able to profit by the Community College Program. Some students may need the ROC or ROP Community College in their career planning and thus a great interchange of referrals should be operating within these two educational systems.

The Consortium agreed that articulation with ROC & ROP programs should be an ongoing process for a Career Guidance program.

OUTREACH PROGRAMS

Students are not always able to come to a community college campus. As a result, community colleges are growing rapidly in the area of outreach centers.

Recognizing that the community as a classroom is probably one of the most valuable resources available to vocational education, classes are being conducted in community, commercial, retail, manufacturing, health, and financial centers and improving the cooperation between education and business, industry, local government, and labor.

INDIVIDUALIZED INSTRUCTION

Vocational Education is becoming something more than teaching oriented, with greater accent placed on understanding a student's educational, vocational, and training needs rather than on the college programs per se or on teacher needs. Thus, to accommodate student needs and in recognition of individual differences, the Consortium agreed that much effort needs to be placed on or directed toward the development of individualized instructional materials for students needing such services.

Individualized instructional programs should enable a student to have open-entry and open-exit options. Such programs would include teaching machines, learning activity packages, multi-media systems, on-the-job training, modular learning, or any other type of learning system that would enable a student to learn at his own pace, just so he mastered a skill.

PLANNING WITH THE SECONDARY SCHOOLS

Essential to a model Career Center is a cooperative program with the feeder- in high schools to include definite plans for the improvement and expansion of such services as essential and basic to a meaningful community college career guidance program. The following are some of the services recommended:

1. Regular meetings between high school and community college personnel to increase or enhance articulation and develop guidelines for better career centers between the two learning institutions.
2. Planned visits to the high schools with applications and other admissions data to make application and registration easier.
3. Planned visits to high schools to discuss community college curriculum and programs, both academic and vocational.
4. Seminars at high schools to discuss the work ethic, options for career planning, and possible support services open to the student.
5. Planning for high school student counseling with community college peer counselors.
6. Plans for campus tours for high school students.
7. Preparation of brochures and other guidance data as motivational and as meaningful data on programs and services to increase the accuracy of decision making.
8. Inviting and planning for transportation of high school students to community college career days.
9. Provide career in-service programs for college staff.
10. Encourage high school students to enroll in college orientation classes, career planning courses, and career center programs.
11. Provide for a continuum of work-related education from high school to community college continuing to the four-year college degree if the upper college degree is relevant to the work load.

EMPLOYMENT DEVELOPMENT DEPARTMENT

Importance to a Career Center

Cooperative planning with the EDD office revealed that this agency is a valuable resource to Career Guidance Programs. Services are:

1. Provides information on projective manpower needs through 1980 or 1985 by regional area.
2. Provides a job development program through which individual vocational problems can be solved.
3. Provides employment counseling to assist persons to:
 - a. Evaluate aptitudes, experiences and training, and job preferences in the light of current and prospective job opportunities.
 - b. Determine additional training required to prepare themselves for suitable employment.
 - c. Adapt practical plans for obtaining employment.
 - d. Obtain information regarding services available and make referrals to other public and private agencies.
 - e. Provide current labor market information about job opening and employment prospects locally and elsewhere.
4. Provides statistics regarding labor market need, unemployment roles in a given area.

CAREER CENTER MATERIALS

Suggestions for:

1. Staffing
2. Equipment and Office Furnishings
3. Supplies
4. Occupational Library Materials
5. Test Materials

CAREER CENTER

Staffing Suggestions

Director

A Coordinator Position

(Should be a person with a Career Guidance background)

Career Counselor

Number depends upon the size of the center

Library Technician

For Occupational Library

Secretary

Intermediate Clerk Typist

Clerk

Need depended upon the size of the center

Peer Counselors - as indicated

Peer Tutors - as indicated

Job Developer

Contact person with industry

EQUIPMENT AND OFFICE FURNISHINGS

Suggestions

Desks (Secretarial)

Desks (Teacher type)

Files (2 drawer)

Files (4 drawer)

Files (6 drawer-3 card size)

Chairs

Executive Posture

Side Arm

Rotary

Stacking-foam cushion

Swivel

Book shelves (as space permits)

Wall type (for occupational material to include rip-off display)
bookcases

Magazine racks

Storage cabinets (Test materials, etc.)

Tables

telephone

student

library

typewriter

Student study carrol

Typewriters (IBM electric) Selectric II)

Copier (for student material on occupational data)

Ditto machine

Copier-transperancy maker (Thermo-fax)

Calculator

Adding machine (for test scores, etc.)

Reader Printer

Overhead projector

Paper cutter

Pencil Sharpener (electric - Panasonic--test pencils)

Projector-slide

Projector

Projector carts

Projector screen

Punch (3 hole)

2 hole

IBM test puncher for test keys

Duplicator-standard

Dukane-tele-viewer

Stapler-electric

Tape-recorder

Television-for closed TV

Computer Program

Eureka system

SIGI

TIS

CVIS

Counseling Tool

CMMIS (California Manpower Management Information System)

SUPPLIES

Suggestions

Paper (reams)

Bond (erasable)

Onion skin

Second sheets

Ditto paper

Mimeograph

Lined and carbon

Blotters - desk

Calendar stand (small & large)

Letter head and envelopes

Pens - med. and fine

Pencils - No. 2 for testing

Scissors

Stamp pads and stamps

Stapler removers

Rubber bands

Scotch tape (several sizes)

Paper clips (two sizes, regular and large)

Folders, manila - assorted positions

regular

legal

Telephone message pads (While you were out)

Interoffice communication pads

Desk blotters, holders and plastic covers

Liquid eraser for typewriters - correction fluid

Cards 3 x 5 (horizontal lines and plain)

4 x 6

Envelopes, clasp, # 75, 90, 95, 97, 105

File boxes (3 x 5

4 x 6

5 x 8)

Glue

Index sheets for 3 ring binders

Three ring binders (for alphabetical storage of guidance materials)

Labels (various colors for filing)

Moistener "Tacky Finger" for quick page turnover

Adding machine paper

Rulers

Reinforcements, gummed - several sizes

Rubber cement

Tabs - various sizes

Thumb tacks

Yardstick

MATERIALS FOR LIBRARY FILES

Suggestions for Occupational Library

- I. Occupational Briefs
- II. Catalogues
 - 2 year colleges
 - 4 year colleges
- III. Books
 - Buros - The Mental Measurement Year Books
 - Carter - American Universities and Colleges
 - Gleazer - American Junior Colleges
 - Sargent - Private Schools
 - O'Neill, Nena & George - Shifting Gears
 - Scholz, Prince & Miller - How to Decide
 - Carkhuff, Robert R. - The Art of Problem Solving
 - Gelatt, Varenhorst, Carey and Miller, College Entrance Examination Board, New York, 1973 - Decisions & Outcomes
 - Occupational Outlook Handbook, - U.S. Government Printing Office
 - Bolles, Richard N - "What Color is Your Parachute?"
 - Crystal and Bolles - "Where do I go From Here With my Life?"
 - Campbell, Argus Communications, Niles, Illinois, 1974
 - "If you don't Know Where You Are Going, You'll Probably End Up Somewhere Else."
 - Figler, Carroll Press - Path: A Career Workbook for Liberal Arts Students
 - Nutter, Carolyn F - Carroll Press - "The Resume Workbook"
 - Gray, Eileen, Les Femmes Publishing, Millbrae, California
 - "Every Woman's Guide to College"

Carman & Adam Jr., John Wiley and Sons, Inc., 1972
Study Skills: A Student's Guide for Survival

Irish, Richard K. Doubleday Anchor Books, New York, 1973
"Go Hire Yourself An Employer"

Medical Dictionaries

Magazines

The Vocational Guidance Quarterly

California Journal of Educational Research

National Journal of Educational Research

Counseling Psychology of American Psychological Association

The Personnel and Guidance Journal

The American Journal of Psychology

Women's Work (Monthly Magazine), 1649 K. Street, N.W.
Washington, D.C.

Collect Data On

Test (CEEB, PSAT, ACT, CLEP, GED, Interest, Achievement,
Temperament Traits, Reasoning Ability, etc.)

College Financial Aids Programs

How to Pass Civil Service Exams

Jobs and Civil Rights Data

Disadvantaged, Bilingual and Minority Information re:
Education, Employment and Goals

Remedial Programs

Federal Programs (EOP, Women's, Veterans, Handicapped, etc.)

Foreign study - Overseas Jobs

Foreign Teaching - Peace Corps

Department of Rehabilitation Information (Cerebral Palsey,
Epilepsy, Heart, TB, etc.)

Employment for the Handicapped

Job Corps Information

Send for

California State Department of Employment - "Occupational Guides"

(Job descriptions of 300 major occupations)

Banai Brith - Occupational Guides

Bureau of Labor Statistics - Superintendent of Documents

Occupational Handbook

Reprints from Occupational Handbooks

Occupational Outlook Repost Series

U.S. Department of Labor

Dictionary of Occupational Titles

Volume I, 3rd Edition

Volume III - Work Characteristics

Chronicle Guidance Inc, Publishers, Marovia, N.Y. 13118

"Prices and Information re: Chronicle Briefs"

Occupational Data

California Occupational Guides

Occupational Outlook Handbook

(Bureau of Labor Statistics)

Occupational Outlook Handbook (in brief)

Occupational Outlook Quarterly

(Bureau of Labor Statistics)

Projective Manpower Needs (1975 - 1985)

Career Guides for Entry Occupations

California Labor Supply and Demand

Women at Work in California

Current Published Reports of the Employment Data and Research
Division of the Education Development Department (EDD)

Set up Rolodex or some type of Card File: to include

Fields of Work

Training Sources

Job resources

Professional Journals

Articles on Pertinent subjects re: career planning

How to Locate professional books in library
(via title, author or subject)

List of Technical Schools

List of Catalogues available

TEST MATERIALS

Suggestions

INTEREST

Kuder D.D.
Strong-Campbell - Interest Survey
California Occupational Survey (C.O.P.'s)

Temperament

Values

C.Z.-Temp
Myer-Briggs
Mooney
D.F.O.P.

Allport

College Aptitudes

C.Q.T. (College Qualification Test-verbal, informational, numerical)

Ohio Psych

Concept Mastery

Reasoning

S.C.A.T.

D.A.T. ar
D.A.T. VR
Matrix
GZ-11
P.M.A.R.

Reading

Gates
Nelson-Denny
Coop Reading
Davis
M.A.T.S. #2

Perceptual speed and Accuracy

Minn. Clerical
GZ IV
D.A.T.

Spatial Relations

D.A.T. (Differential Aptitude)
M.P.F.B. (Minnesota)
P.M.A.

ART Aptitude

Graves
Meier
Tone Sense
Pseudo-Iso (vision)

Numerical

Wide range
M.A.T.'S
P.M.A.

Mechanical-Engineering

Verbal

Mich. Voc.
P.M.A.
E.T.S.

Bennet
D.A.T.
G.Z. VII

Language & Spelling--Coop. Exp. D.A.T. (L.U.) (Differential Aptitude Test
(Language Usage)

CAREER PLANNING RESOURCES
IN THE GREATER LOS ANGELES AREA

Alpha Kappa Alpha Sorority, Inc.

Far Western Region

2615 Ellendale, Los Angeles, Ca.

737-8902

A predominately Black organization which encourages friendship among college women. The Sorority awards annual scholarships to local deserving students.

American Society For Public Administration

(A.S.P.A.)

1225 Connecticut Ave. N.W., Washington, D.C. 20036 (202) 785-3255

Encourages women to enter into and continue in public service.

Association for Women's Active Return to Education, International (AWARE)

5820 Wilshire Blvd., Suite 605, Los Angeles, Ca. 90036

933-8507

Encourages women's return to education through scholarship awards for needy students, educational counseling and awards for outstanding women.

Aware Advisory Center

2019 14th St., Santa Monica, Ca. 90405

392-1303

Educational-vocational counseling for those seeking practical new directions, re-entering the work force or seeking education in academic or vocational schools. Maintains a resource library and referral file of current information on other agencies. Conducts vocational interest testing and group discussion sessions and trains paraprofessionals in educational-vocational counseling. Monday and Wednesdays, from 10 a.m. to 5 p.m., 7 p.m. to 9 p.m.

California State College, Long Beach

6101 E. 7th St., Long Beach, Ca. 90801

498-4111

Conducts seminars which help mature women explore vocational, educational, and volunteer possibilities. Emphasizes psychological and physical needs.

California State College, San Bernardino

Extension Division

5500 State College Parkway, San Bernardino, Ca. 92407 887-7527

Offers special courses for married women to help reorient them to an academic routine and reassess their potential and interests.

Career Planning Center, Inc.

1623 S. La Cienega Blvd., Los Angeles, Ca. 90035

273-6633

One-stop center for vocational information, career planning and job referrals. Helps career-oriented women develop their potential and achieve economic independence. Special programs for female ex-offenders, women over 40 and displaced homemakers. Publishes newsletter with up-to-date career information. Offers some workshops on Saturdays and evenings.

**Center for the Continuing Education of Women,
U.C.L.A.**

10995 Le Conte Ave., Suite 437, Los Angeles, Ca. 90024 825-2301
Continuing education programs for women.
Brochures available.

The Center for Women's Studies

1046 West 79th St., Los Angeles, Ca. 971-7656
Educational counseling services. Practical experience
for job preparation and referrals.

Claremont College's Office for Continuing Education

Harper Hall 160, Claremont, Ca. 91711 (714) 626-8511
Ext. 3660

Offers special academic programs and educational
counseling for non-traditional students.

Focus on Women

H.E.W., Suite 330
Independence Ave., Washington, D.C. 20201
H.E.W. publication which lists and describes
educational programs for women.

Inner City Cultural Center

1308 S. New Hampshire Ave., Los Angeles, Ca. 90006 387-1161
Attempts to develop interest in the arts of all ethnic
groups. Inner City Repertory Theater Company,
Inner City Repertory Dance Company, and Inner
City Touring Ensemble. Serves as a community
center for both arts and neighborhood groups,
operates extensive training programs in the arts,
and coordinates performances for city and
county schools.

**Long Beach City College — Women's
Continuing Education Center**

1305 East Pacific Coast Highway, 599-2421
Long Beach, Ca. 90808 Ext. 551-562 and 567
Provides testing, counseling, transfer courses, and
vocational programs; conducts course, college, and
career opportunities for women; child care center
operated for children of mothers attending class.
Complete physical fitness program. Emphasis on
the needs of re-entry woman regardless of
educational level. No fee.

Loyola Marymount University

ENCORE Program

Loyola Blvd. at West 80th St., Los Angeles, Ca. 90045 642-2747
Re-entry program for women 25 years of age or over
who have not been enrolled in a degree program
for at least 5 years. Allows women to take 20 units
of regular university credit while having the benefit
of special support and counseling services.

Minority Women Employment Program

1543 W. Olympic Blvd., Suite 522, Los Angeles, Ca. 90015 389-2184
Studies sex discrimination in employment and
provides resume assistance, training in interviewing
technique. Job referrals.

O.M.B.E. (Office of Minority Business Enterprises)

U.S. Department of Commerce

Suite 908, 2500 Wilshire Blvd., Los Angeles, Ca. 90057 688-7157

Provides management and technical assistance to members of minority groups and women who wish to set up their own businesses. Assistance includes feasibility and market studies, legal advisement, setting up accounting systems, loan packaging and guidance. (Although they do not lend money, they may mediate with lending situations in behalf of the client.) Many centers, call OMBE for appropriate referral.

Orange Coast College Women's Center

2701 Fairview Rd., Costa Mesa, Ca. 92627

(714) 556-5557

Offers credit course, "Vocational Planning for Women," which provides information about vocational and educational opportunities, includes testing and counseling. The Center provides support services for women in, or returning to college. Assists women in their transition to school or career.

Pasadena Urban Coalition

118 S. Oak Knoll, Pasadena, Ca. 91101

792-5141

A medium for the coordination of social service programs throughout the Pasadena-Alhambra-Foothill area. Economic Development Task Force: assistance to small and minority businesspeople and contractors and to people who want to start a business.

Pepperdine College, Women's Program

8035 S. Vermont Ave., Los Angeles, Ca. 90044

Offers women a program leading to a bachelor's degree, permitting part-time enrollment and a program leading to a bachelor of science degree in administrative science designed to meet special needs of women executives.

Santa Monica College

1815 Pearl St., Santa Monica, Ca. 90405

392-4911

Offers a course that provides guidance and counseling to women 25-65 years of age in preparation for enrollment in the regular college program. Scholarships available.

Small Business Administration

350 S. Figueroa St., Suite 600, Los Angeles, Ca. 90071

688-2956

Aids, counsels, assists, and protects interests of small business concerns, makes loans and improves owner's management skills with direct action programs.

South Central Improvement Action Council, Inc.

8557 S. Broadway, Los Angeles, Ca. 90003

753-3341

Designed to develop and promote minority-owned businesses in South Central Los Angeles.

Women's Opportunities Center — UC Irvine

Room 148 — Administration Building —

U.C.I., Irvine 92717

(714) 833-7128

Assists adult women in planning for continuing education, for careers, and for high-level volunteer service, guidance into executive volunteer opportunities and referral to all higher educational institutions in Orange County.

University of California at Los Angeles,

Extension Counseling Center

10995 Le Conte Ave., Los Angeles, Ca. 90024

825-2934

Offers extensive program in educational and vocational counseling for persons over 16, individual conferences and tests. Fee charged.

University of California at Los Angeles,

Extension Program Advisory Service and

Information Center for Women

Administration Bldg., 10995 Le Conte Ave., Rm. 114,
Los Angeles, Ca. 90024

825-2401, Ext. 250/261

Provides supportive services and information to individuals to enable them to define their own goals, to find a way to a better life, to end the waste for society of potentially valuable contributors. Vocational library.

University of Southern California —

Career Resource Center

Bruce Hall, Rm. 101, U.S.C. University Park,
Los Angeles, Ca. 90007

746-2176

Counseling and placement services for students and alumnae.

Women in Community Service

U. S. Department of Labor, Job Corps

981 S. Western, Los Angeles, Ca. 90006

735-8539

Women volunteers of many backgrounds, work together to help girls break out of the cycle of poverty. Recruit and screen girls for Job Corps enrollees and provide support services before and after training.

UNIVERSITY OF CALIF.
LOS ANGELES

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